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ABSTRACT

The master's thesis is directed toward compiling information regarding recruitment and training of bilingual teachers, with particular emphasis on teachers of Mexican Americans. It establishes a rationale for bilingual teacher education programs and inservice education. The study answers questions about (1) the responsibility for staff development, (2) curriculum, and (3) subject areas and methods of emphasis in the program. Proposals which have been written on bilingual programs were examined in terms of staff development, and additional information was gathered by a questionnaire which was sent to each bilingual project in California. Correlations are given between size of grant awarded in funded programs and the amount allocated for staff development. Additionally, information made available by various program proposals and data obtained by the study questionnaire indicated that more work should be done in the areas of linguistics, evaluation, and human relations. It was also concluded that there seemed to be a positive correlation in the size of grant awarded and the amount expended from the grant for staff development. A design for bilingual education is presented to provide a basis and guide for staff development. Tables and appendices are also presented. (AN)

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STAFF DEVELOPMENT OF BILINGUAL PROGRAMS

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B. M. Sul Ross State College, 1961

THESIS

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the requirements for the degree of

MASTER OF ARTS

in

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AT

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The personnel responsible for bilingual programs is in dire need of information regarding recruitment and training of bilingual teachers and much attention has been directed toward these two areas. This study will be directed towards these areas mentioned.

The need for bilingual programs has been supported by various statistical surveys. Armando Rodriguez (1968) cited that 14 per cent of the total school enrollment in California are Spanish-surnamed, yet less than 1 per cent of the student enrollment on the seven California campuses are Spanish-surnamed. This may suggest that the present educational system is failing the Mexican-American and implies that other forms or methods could be incorporated in the educational system to prevent this catastrophe.

Research has been conducted by authorities in the field of bilingual education with the hope of finding a solution to the educational problem of the Mexican-American. Some of these authorities find great promise; others are skeptical that bilingual education has become a panacea for a very complex problem.

Theodore Andersson (1969, 37), respected authority in the field of bilingual education, asserted that:

We agree with educational authorities that a child learns best in and through his mother tongue, especially in the early stages of his schooling; that a Spanish-speaking child who has lived his first six years in a Spanish-speaking home is "ready" to learn to read and write in Spanish, but not yet in English.

Bilingualism can be either an asset or a liability; although, for millions of youngsters bilingualism is a disadvantage resulting from well-intentioned educational policies. If the all-powerful school rejects the mother-tongue of an entire group of children, it can be expected to affect seriously and adversely those children's concept of their parents, their homes and of themselves; since language is the most important manifestation of the self, of the human personality. Also, if English is the sole medium of instruction in the school, children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in their school work to the extent of their deficiency in English. To overcome this deficiency, trained bilingual personnel is essential for bilingual programs.

Bruce Gaarder (1969) recommended that provisions should be made for training teachers capable of using the non-English tongue as a medium of instruction.

In a report to the commissioner of education--The Mexican-American: Quest For Reality, the National Advisory Committee on Mexican-American Education (1968) warned that

"We must immediately begin to train at least 100,000 bilingual-bicultural teachers and educational administrators." It is to this problem that the investigator addresses himself.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to analyze the existing bilingual proposals in California, funded under Title VII, of the ESEA for 1969-70, in order to classify the inservice training component of the bilingual program design. Secondly, in order to compare the existing practices with the information in the proposals, a questionnaire on staff development will be used. More specifically, this study will answer the following questions:

1. Who will be responsible for the staff development?
2. Does the staff development component contain methods courses?
3. Does the staff development component contain courses in linguistics, language proficiency, culture and human relations?
4. What specific area under the category of methods is given emphasis?
5. What specific area under the category of knowledge is given emphasis?
6. Is there a tendency to use course work for staff development more often than demonstration or participation?

7. Are the proposals specific about staff development and consistent with the information gathered from a questionnaire?

8. Is there a correlation between the size of grant awarded and the amount allocated for staff development?

Importance of the study. The idea of bilingual education has long been debated by educators in the United States. Some authoritative sources have emphasized the assets of bilingual education, while others have emphasized the liabilities. However, bilingual education is still in an experimental stage. In 1969, seventy-six proposals for bilingual programs for 1969-70 were approved and funded under Title VII of the Elementary Secondary Education Act, at a cost of seven and a half million dollars. Of those seventy-six programs, twenty-six were located in California.

Bilingual programs, by definition, must be staffed by bilingual personnel. A paper by Fishman (1970) read at the 1970 TESOL Conference stated that there is a lack of qualified bilingual personnel. Armando Rodriguez (1968, 23) stated that "we need a bilingual teacher in every classroom in every elementary school in the Southwest where we have Mexican-Americans." Since most teacher training institutions are not prepared to accept the responsibility for training bilingual teachers, a possible and immediate solution would

be to retrain teachers that are acquainted with the mother tongue of the students involved.

One vital aspect that has to be considered before the retraining process begins is to make sure that the whole approach to the education of the Mexican-American has been re-evaluated. Unless full and consistent attention is given to the cultural values of the Mexican-American as they relate to the training of the bilingual teacher, bilingual education in any form will fall short.

Another related area that should be considered is Assembly Bill 1117, which became a law in California in September of (1969, see Appendix D). This bill states that:

. . . each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. By definition a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 percent or more of all the students in the school are of diverse ethnic backgrounds.

Although no specific plan for its implementation has been provided, the first survey will be taken in 1972 to see how many schools have complied. By July 1, 1974, all schools that fall under this category will have to have complied; therefore, it is essential that a realistic and systematic design for this type of inservice training for teachers and administrators be developed.

Since bilingual education is still in an experimental stage, not much research has been conducted to arrive at a general design for the inservice training component in bilingual programs, although Bell (1966) and Fishman (1970) maintain that teachers for bilingual programs need special training. It is proposed that by analyzing the twenty-six preliminary proposals funded in California under Title VII and through a review of the literature such a design might be made possible. As mentioned by Krear (1969b) this information might be of interest to:

1. School boards
2. Planning committees in bilingual communities
3. Project writers applying for funds
4. Persons responsible for recruitment of personnel
5. Persons responsible for inservice training
6. Teacher education institutions

This information might also be of interest to the California State Department of Education and the United States Office of Education.

II. DEFINITIONS OF TERMS USED

Audiolingual. The learning of a language by listening, speaking, or mimicking words or phrases uttered by an instructor or through the use of a language laboratory that requires a response to a recorded stimuli with the use of

electronic devices will be termed "audiolingual" in this study.

Bilingual. As used in this study, the term "bilingual" will be used to describe a person who understands and speaks two different languages. (Kreier, 1969b, p. 4)

Bilingual education. In this study, the term "bilingual education" will mean, the use of two languages as mediums of instruction in any educational program.

Biliterate. The term "biliterate" shall refer to a person who has the ability to read and write two languages. (Kreier, 1969b, p. 4)

Dual-medium school. The term "dual-medium" (Mackey, p. 7) will be used in this work to describe schools which use two languages as medium of instruction. The term will be used interchangeably with "bilingual school."

Equal time, equal treatment. As defined by Gaarder (1967, p. 113) "equal time, equal treatment" means curriculum-wide (except for the languages themselves) use of both languages as mediums of instruction.

Machismo. An exaggerated sense of masculinity or masculine pride. (Santa Barbara, 1970, p. 4)

Mexican-American. The term "Mexican-American" shall mean an American citizen of Mexican decent. Another term that will be used synonymous with Mexican-American will be "Chicano."

Monolingual. A person who speaks and understands one language will be referred to as a "monolingual." Unilingual is an equivalent term found in the literature.

Paraprofessional. In this study, the term "paraprofessional" will mean teacher aides or teacher assistants hired for the instructional program.

CHAPTER II

REVIEW OF THE LITERATURE

The lack of qualified personnel for bilingual education under Title VII has been one of the three most serious lacks according to Fishman (1970). This need has been evident since Title VII of the Elementary Secondary Education Act was enacted in 1968. Rodriguez (1968), Howe (1967), and Sweetland (1967) are in agreement that the lack of qualified personnel is a serious problem in bilingual education.

Authorative personnel have suggested various solutions for the development of bilingual staff personnel. These solutions range from the recruitment of teachers receiving their professional education in the second language to the retraining of teachers with a knowledge of the second language. The qualifications for bilingual personnel suggested by authors varied to a certain degree in most of the review of the literature. Although various authors agreed on certain qualifications, ethnicity was not one of these.

Knowledge of the history and culture was one of the main prerequisites by several authors. Bilingual teachers should be well versed in the history and culture associated with each language according to Howe (1967); while Juarbe (1967) stated that they should be familiar with the culture of these people. Knowledge and appreciation of environment

in which the student lives and the many aspects of his problems was advised by Burton (1967). Bumpass (1967) indicated that knowledge of the sociological peculiarities and cultural differences of the Hispano-American was important. One of these differences is the idea or concept of "machismo," which means masculinity or masculine pride. In the home of the Chicano, when the father is absent from the home, the oldest male is the man of the house. Yet when this young child goes to school, there is a female teacher telling him what to do. This child is therefore confused and may become a discipline problem for not obeying the teacher. AB 1117 (1969, Appendix D) states that teachers teaching children of diverse ethnic backgrounds should understand and effectively relate to the history, culture and current problems of these students and their environment.

The degree or proficiency in the second language was also one of the main qualifications for bilingual personnel. Fishman (1967) and Gaarder (1969) stated that the teacher should be literate in the second language; while Abraham (1967) recommended that the teacher should have a speaking and understanding knowledge of the second language. Past (1966) acknowledged that the teacher should not only have two years of Spanish. Bell (1966) suggested native-like fluency; while Bumpass (1967) stated that if the teacher was a native speaker of the language, he should be a worthy

representative. Since no further explanation was given, the writer interprets this to mean that the person be not only a worthy representative of the language, but of the culture he represents. The writer interprets "a worthy representative" of the culture he represents to mean that this person should be a person that tries to help his people as much as possible and in every way that he can. He does not forget his people once he has obtained his desired position. Olstad (1967) specified that the person should be bilingual and should also be able to speak the colloquial language. UNESCO (1953), Bell (1966), Gaarder (1969) and Fishman (1967) not only suggested native speakers but that the teachers should have been educated in the mother tongue. Lozano (1967) maintained that the project director should be bilingual. Carter (1969) decided that it was essential for teachers of minority to be able to speak Spanish; while Ramirez (1969) pointed out that a teacher speaking English and Spanish was not qualified as a bilingual teacher simply because he spoke both languages, but that this teacher needed special training.

The special training suggested in the literature was in the area of linguistics, English as a second language and teaching reading to bilingual children. Bumpass (1967) recommended linguistic principles applicable to the teaching of foreign language to younger children; while Burton (1967) and Bell (1966) claimed that teachers should have a basic

knowledge of linguistics. Past (1966) and Cline (1966) recommended that the teacher have a knowledge of teaching reading to the bilingual pupils. Bell (1966) and Juarbe (1967) stated that teachers should have the ability to teach in remedial situations as well as beginning reading.

The teacher's personality was an important criteria considered. Juarbe (1967) claimed that the teachers should have "Love, patience and understanding." Zintz (1969) maintained that in cases where teachers are impatient or not understanding, the student develops insecurity instead of security, worry instead of competence and the English language an enemy instead of a friend. Abraham (1967) stated that the teacher should have empathetic behavior about the pupils. The California State Department of Education (1967) not only suggested empathetic behavior, but the teacher should also be sensitive and enthusiastic as well. Past (1966) and Pascual (1966) maintained that "feel" should be the most important qualification. The writer takes this to mean that the teacher should have a certain feeling for the academic as well as the cultural needs of these children.

Olstad (1967) suggested that colleges should exchange programs with Mexico to train prospective teachers more effectively. The associate superintendent of public instruction of California (1967) reported in 1967 that plans were being made for teacher exchange with the ministry of Education

of Mexico. The argument against the teacher exchange was that the dialect spoken by these exchange teachers would not be the same dialect of the students, therefore this would be more of a hindrance than help.

One possible solution suggested by Manuel (1967) was to make teaching a more attractive profession by improving working conditions, reasonable workload, improving the public concept of the teaching profession and adjusting salaries to make them more nearly competitive with salaries in other areas.

Burton (1967) asserted that promising young Mexican-Americans in high school and college should be encouraged to become teachers. The first phase that could be initiated would be for these students to become teacher aides and eventually credentialed teachers. There is a paucity of information in the literature on the qualifications of teacher aides. Most of the time they are referred to as "bilingual aides" or "aides from the community." There should be a clarification of the teacher aide's role in the bilingual programs. If the teacher aide is to provide academic instruction to the pupils, then the proper training should be administered as in the training manual by Dady (1969).

There are a few institutions that are providing retraining and inservice training for teachers and teacher

aides in California. Sacramento State College and the University of California at Los Angeles have programs designed to retrain teachers of Mexican-American children. Also, Title VII of ESEA has provided funds for the inservice training of teacher aides. Two other institutions that have programs designed to train bilingual students are San Diego State College at Imperial Valley and California State College at Bakersfield. The Mini-Corps programs in these two institutions are designed to enroll freshmen in college who are bilingual and paid a stipend. These students perform services as teacher assistants throughout their college studies with the goal of becoming credentialed teachers..

Many more programs for retraining experienced, as well as inexperienced teachers, should be implemented. What has been done serves as a start for recruiting and training the bilingual teachers needed to staff bilingual programs.

CHAPTER III

MATERIALS AND PROCEDURES USED

The twenty-six bilingual education proposals funded under Title VII, for the year 1969-70, will be analyzed. These proposals were obtained by individual contact, through a joint effort of a group of individuals also working in the area of bilingual education. For the purpose of anonymity and objectivity, a letter will be randomly assigned to each proposal and will be referred to by that letter throughout the study. The writer does not intend to criticize the proposals, but will analyze, classify and determine the cost of the staff development component of each proposal, as well as to discover trends, calculate percentages and develop charts and tables for this information.

The following categories will be used to describe the areas for the training of the bilingual staff:

Methods

Second Language - Covers audiolingual methodology in teaching English as a Second Language or a new language to English speakers.

Dominant Language - Covers methods in minority language to include oral development and the teaching of reading and writing.

Content - Covers teaching content areas in the minority language.

Culturally different - Covers learning and teaching strategies for students from low socio-economic homes or from minority groups.

Evaluation - Covers the writing of performance objectives and testing strategies.

Other - Any pre-service or in-service experiences not included.

Knowledge

Language proficiency - Course designed to improve oral or written skills of staff members in the target language.

Linguistics - Course covering any of the following areas: Phonology, syntax, contrastive analysis, psycholinguistics, sociolinguistics, transformational grammar.

Culture - Course covering any of the following areas: sociology, history, music, art, literature.

Human Relations - Course including any of the following areas: sensitivity training, T-Group training, encounter group, group dynamics.

The following group will be used for titles of personnel responsible for the development of the staff.

Director - The person directly in charge of the bilin-

qual program to include titles such as Coordinator, Supervisor or Director.

Staff Specialists - Any personnel from within the educational agency performing in-service or specialized functions.

College or University - Any personnel connected with an accredited college or university providing the inservice training.

Outside Consultant - Any personnel brought in from outside the educational agency for the purpose of performing inservice training.

Sub-Contracting - Any personnel from a company brought in to perform the inservice education.

Not Specified - Any specific area in the staff development component mentioned, but not specifying how it will be accomplished.

An empty cell in the coding sheet under a specific category means no reference was made to that specific sub-category.

When all the categories have been marked in the coding sheet, the findings will be analyzed to discover trends. Percentages will be calculated to give a state wide picture of staff development in Bilingual programs in California. Charts and tables will be arranged for each sub category. Additional charts will be made for percentage of missing

information in bilingual proposals and a scattergram will be used for determining a positive or negative correlation of size of grant awarded and the amount of money allocated for staff development, using Scott's correlation formula.

A questionnaire will be sent to each one of the bilingual projects in California. A sampling will be taken from the questionnaires returned within a five day period. The staff development component will be analyzed as to the consistency of the information gathered from the questionnaire and the information available in the proposals.

CHAPTER IV

ANALYSIS OF DATA

A. Content Analysis

An analysis of the twenty-six proposals for bilingual projects was made; the major findings were as follows:

1. Who will be responsible for the staff development?
 - a. 8% project director (Table III, IV)
 - b. 12% staff specialists (Table III, IV)
 - c. 15% personnel connected with a college or university (Table III, IV)
 - d. 12% outside consultant (Table III, IV)
 - e. 8% sub-contract (Table III, IV)
 - f. 4% director and staff specialists (Table III, IV)
 - g. 4% director and outside consultant (Table III, IV)
 - h. 4% outside consultant plus personnel connected with a college or university (Table III, IV)
 - i. 4% staff specialists and personnel connected with a college or university (Table III, IV)
2. Does the staff development component contain method courses?
 - a. 27% of the proposals did not mention any method courses (Table I)

- b. 35% indicated training in the second language (Table VI, Appendix A)
 - c. 4% indicated training in the dominant language (Table VI, Appendix A)
 - d. 65% indicated training on methods to teach content in the minority language (Table VI, Appendix VI)
 - e. 42% indicated training on teaching the culturally different children (Table VI, Appendix A)
 - f. 27% indicated training on testing strategies or writing of performance objectives (Table VI, Appendix A)
3. Does the staff development component contain courses in linguistics, language proficiency, culture and human relations?
- a. 42% did not mention any training in any of the categories under knowledge (Table II)
 - b. 19% indicated training in developing language proficiency (Table II)
 - c. 19% indicated training in linguistics (Table II)
 - d. 46% indicated staff development referring to culture (Table II)

- e. 15% indicated training in human relations
(Table II)
- 4. What specific area under the category of methods is given emphasis?
 - a. 50% of the proposals emphasized content over the other areas in methodology (Table II)
- 5. What specific area under the category of knowledge is given emphasis?
 - a. 46% of the proposals emphasized culture over language proficiency, linguistics and human relations (Table II)
- 6. Is there a tendency to use course work for staff development more often than demonstration or participation?
 - a. 8% indicated that they would use participation in their staff development (Table VI)
 - b. There is a tendency to use course work for staff development more often than demonstration or participation (Table I, II)
- 7. Are the proposals specific about staff development and consistent with the information gathered from the questionnaire on staff development?
 - a. 30% of the proposals did not specify the amount to be spent on staff development (Appendix A)

- b. 19% of the proposals mentioned staff development but did not give any explanation as to what the staff development would encompass (Appendix A, C)
 - c. 100% of the proposals indicated pre-service or in-service training as a component of the proposal (Table I, II)
8. Is there a correlation between the size of grant awarded and the amount allocated for staff development?
- a. A positive correlation between the size of grant awarded and the amount allocated is clearly indicated (Table VIII, IX)

Major trends identifiable from the data are as follows:

- a. More emphasis on course work
- b. Less emphasis on demonstration and participation as methods of conducting staff development
- c. Of the two areas surveyed (methods and knowledge) emphasis was placed on methods
- d. In the area of methods, content was emphasized
- e. In the area labeled knowledge, culture was emphasized

TABLE I
METHODS USED FOR STAFF DEVELOPMENT
METHODS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SECOND LANGUAGE	A													
	B													
	C													
	D													
DOMINANT LANGUAGE	A													
	B													
	C													
	D													
CONTENT	A													
	B													
	C													
	D													
CULTURALLY DIFFERENT	A													
	B													
	C													
	D													
EVALUATION	A													
	B													
	C													
	D													

A. Course Work
B. Demonstration
C. Participation
D. Not Specified

TABLE II
METHODS USED FOR STAFF DEVELOPMENT
KNOWLEDGE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LANGUAGE PROFICIENCY	A													
	B													
	C													
	D													
LINGUISTICS	A													
	B													
	C													
	D													
CULTURE	A													
	B													
	C													
	D													
HUMAN RELATIONS	A													
	B													
	C													
	D													

A. Course Work
B. Demonstration
C. Participation
D. Not Specified

TABLE III
PERSONNEL RESPONSIBLE FOR STAFF DEVELOPMENT

METHODS

TABLE IV

PERSONNEL RESPONSIBLE FOR STAFF DEVELOPMENT

KNOWLEDGE

	1	2	3	4	5	6	7	8	9
LANGUAGE PROFICIENCY	A								
	B								
	C								
	D								
	E								
LINGUISTICS	A								
	B								
	C								
	D								
	E								
CULTURE	A								
	B								
	C								
	D								
	E								
HUMAN RELATIONS	A								
	B								
	C								
	D								
	E								

A. Director

B. Staff Specialist

C. College or University

D. Outside Consultant

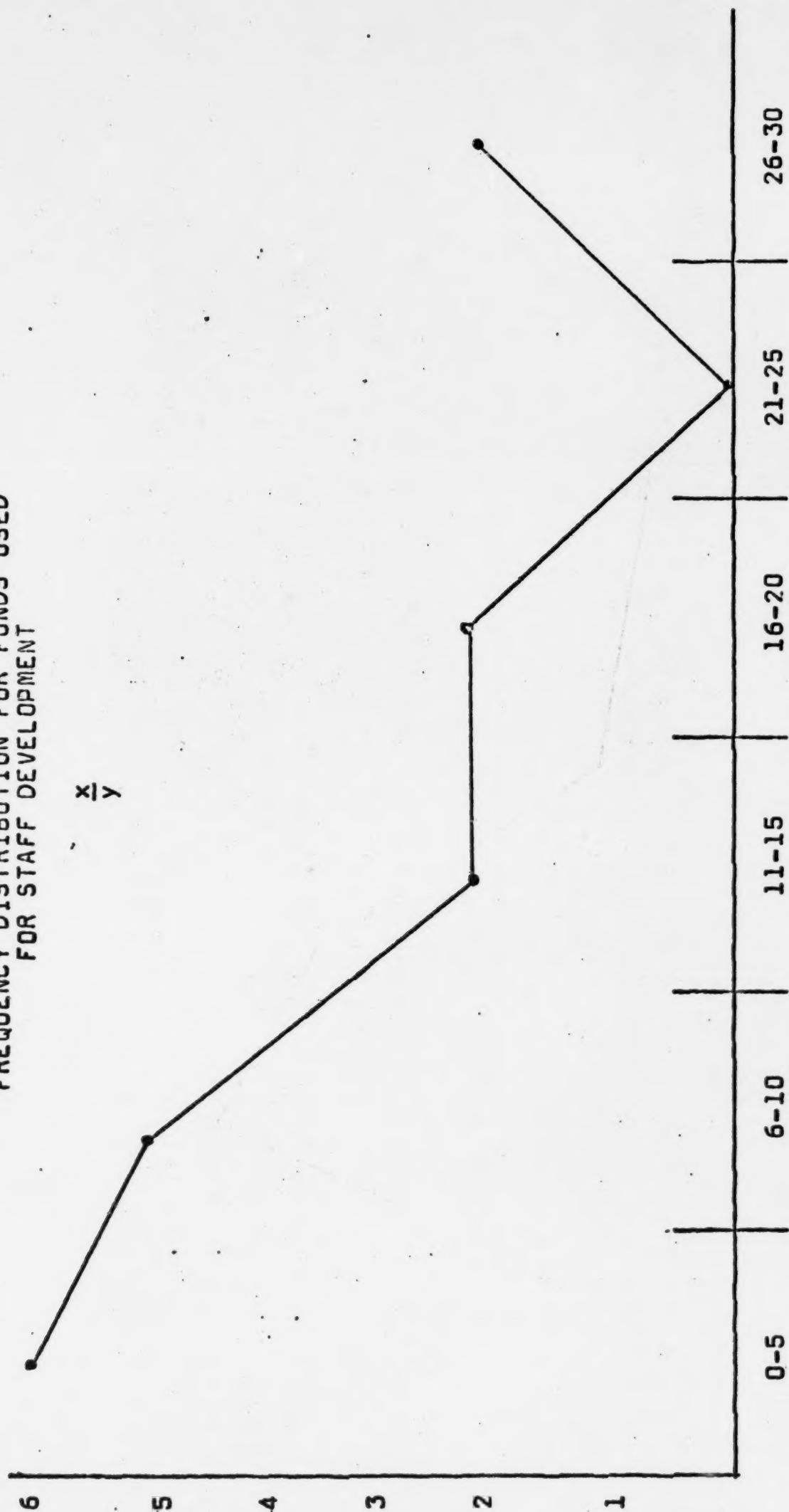
E. Sub Contract

No. of
Projects

TABLE V

FREQUENCY DISTRIBUTION FOR FUNDS USED
FOR STAFF DEVELOPMENT

$\frac{x}{y}$



Percentage of total grant spent on staff development

x = % of grant expended for staff development
y = total grant

TABLE VI
FREQUENCY DISTRIBUTION PER CATEGORY

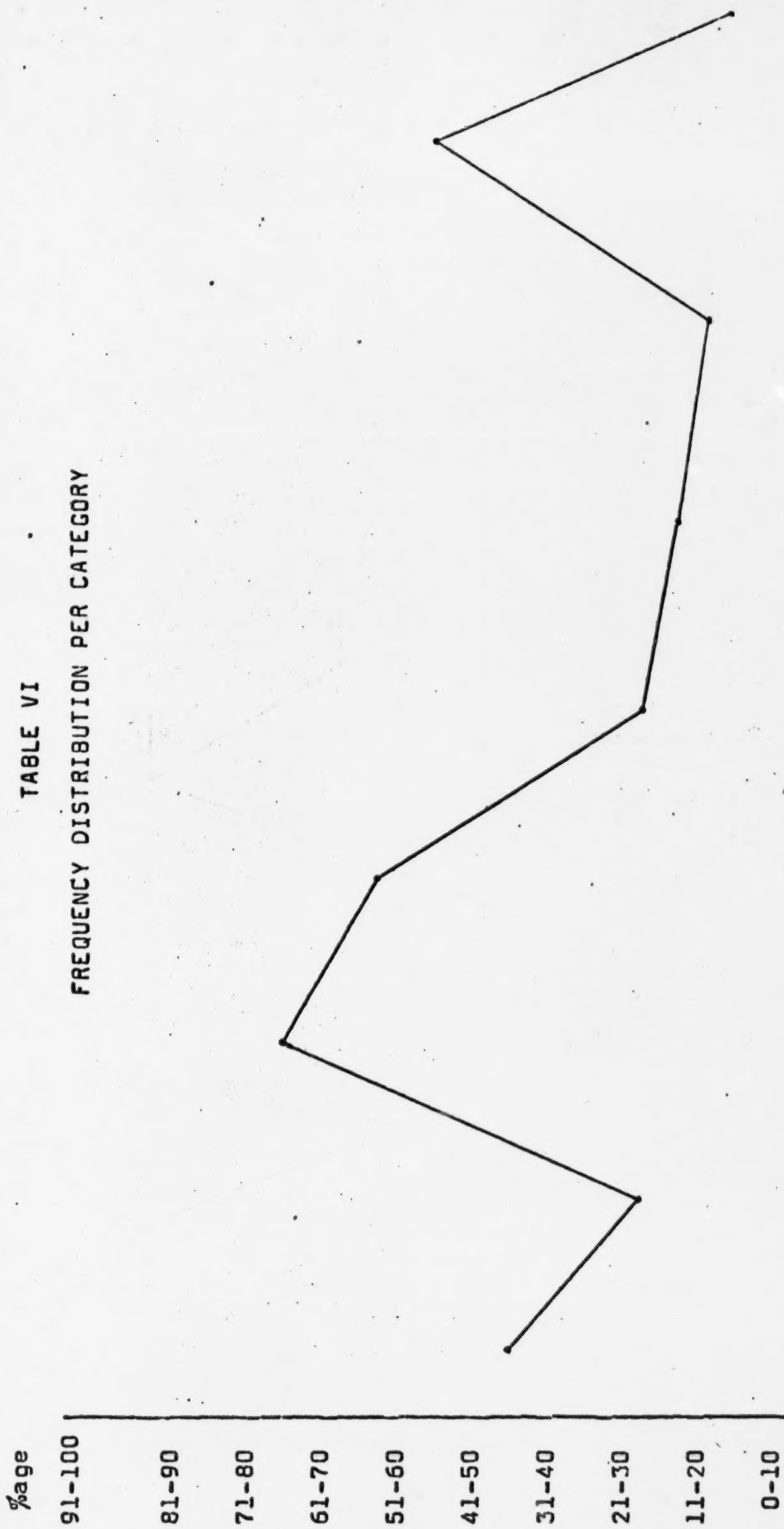
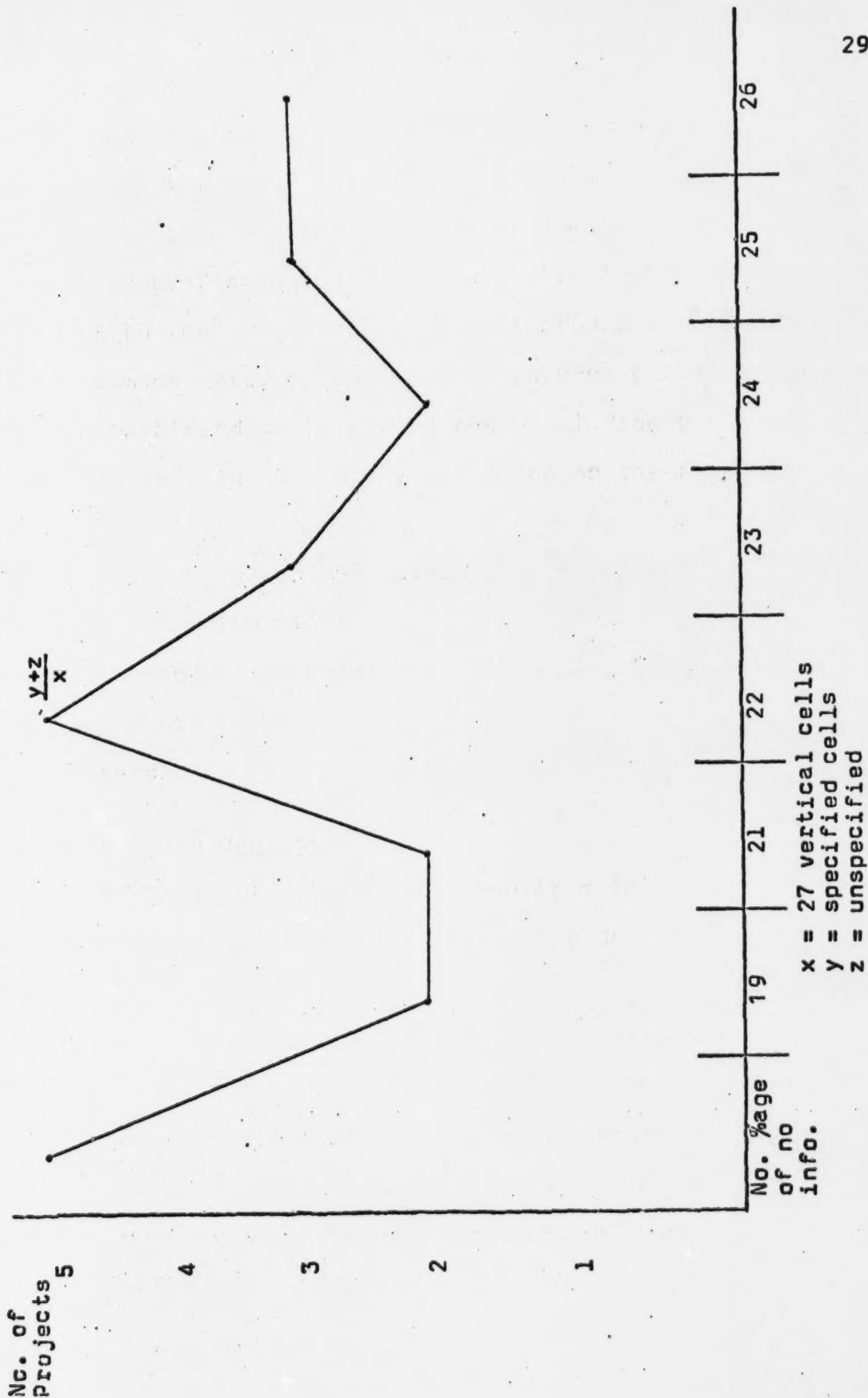


TABLE VII

FREQUENCY DISTRIBUTION FOR UNSPECIFIED CELLS



The reliability of the coding sheet was assessed in two ways. The writer read and coded all the information twice; four of the proposals were read and coded by four other persons who in turn checked one another's coding.

The major findings listed and the tables describe staff development in the twenty-six bilingual proposals. The major comparisons made were, by rows and by columns including specified and unspecified cells and by rows including empty cells. The formulas used in this study are based on the following symbols:

x 26 cells per sub category

y specified cells

z unspecified cells

z₁ empty cells

therefore $x = y + z + z_1$

B. Questionnaire Analysis

An analysis of a sampling taken from the questionnaires received from the bilingual projects was made; the major findings were as follows:

1. 60% of the proposals indicated that the staff development would be conducted by all the personnel indicated in the questionnaire.
2. 20% indicated that the staff development would be done by the staff specialists, outside consultant and a sub-contractor.

3. 20% indicated that everyone mentioned in the questionnaire, with the exception of the director, would be responsible for staff development.
4. 80% of the projects had all the areas in the staff development.
5. 20% of the projects had 64% of the areas in the staff development component.
6. 20% of the projects had 70% of the methods possible for accomplishing the development of the staff as listed in the questionnaire.
7. 20% of the projects had 67% of the methods possible for accomplishing the development of the staff as listed in the questionnaire.
8. 20% of the sample had 52% of the methods possible for staff development.
9. 20% of the sample had 5% of the methods possible for staff development.
10. 20% of the sample had 34% of information possible.
11. 20% of the sample had 41% of the information possible.

C. Consistency of Information on Both Analyses

There seems to be a trend of a higher percentage of training in all categories as indicated by the sample taken from the questionnaires. Although the emphasis is in the

areas of methodology courses and language proficiency. Both sources of information agreed as to the areas that were being utilized.

The percentage of information missing from the questionnaires was much less than in the proposals.

D. Coefficient of Correlation

A correlation of .76+ was computed in the size of grant and the amount allocated for staff development. This was derived by using "Pearson's Product-Moment Coefficient of correlation," from Noll (1957).

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2} \times \sqrt{\Sigma y^2}}$$

The specific information sought in many cases was not written in the proposals. This cannot be construed in all cases to mean that no information whatsoever is present as was evident from the sampling of the questionnaires sent to the projects.

One of the greatest difficulties in recording the information was that the proposals were either so brief that little data was given, or so verbose that the staff development component required several pages.

TABLE VIII
PERCENTAGE OF STATE GRANT FOR EACH DISTRICT AND PERCENT
OF GRANT EXPENDED BY EACH DISTRICT FOR STAFF DEVELOPMENT
(Correlation)

Dist. in Rank Order	X	Y	x	y	x ²	y ²	xy
1	23	29	18.94	18.82	358.72	354.19	356.45
2	6	29	1.94	18.82	3.76	354.19	36.51
3	5	18	.94	7.82	.88	61.15	7.35
4	5	18	.94	7.82	.88	61.15	7.35
5	4	14	-.06	3.82	.00	14.59	.23
6	4	11	-.06	.82	.00	.67	.05
7	3	10	-1.06	-.18	1.12	.03	.19
8	3	9	-1.06	-1.18	1.12	1.39	1.25
9	3	9	-1.06	-1.18	1.12	1.39	1.25
10	3	7	-1.06	-3.18	1.12	10.11	3.37
11	2	6	-2.06	-4.18	4.24	17.47	8.61
12	2	4	-2.06	-6.18	4.24	38.19	12.73
13	2	3	-2.06	-7.18	4.24	51.55	14.79
14	1	2	-3.06	-8.18	9.36	66.91	25.03
15	1	2	-3.06	-8.18	9.36	66.91	25.03
16	1	1	-3.06	-9.18	9.36	84.27	28.09
17	1	1	-3.06	-9.18	9.36	84.27	28.09
Total	69	173			418.88	1268.43	556.37
Mean	4.06	10.18					

$$r = \frac{\sum x y}{\sqrt{\sum x^2} \times \sqrt{\sum y^2}} = \frac{556.37}{\sqrt{418.88} \times \sqrt{1268.43}} = \frac{556.37}{\sqrt{531,332.64}} = \frac{556.37}{728.93} = .76+$$

X = Percent of total California Grant

Y = Percent of grant spent by each district on staff development

x = Deviation from mean

y = Deviation from mean

TABLE IX
SIZE OF GRANT AND PER CENT OF GRANT
EXPENDED FOR STAFF DEVELOPMENT
(Scattergram)

x	y	0-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
28-30											
25-27											.
22-24											
19-21											
16-18											
13-15											
10-12											
7-9											.
4-6					.	.	:	:			
0-3		: : :	..	: :	.						

	x = % of total California grant	y = % of local grant expended for staff development
1960-61	100	100
1961-62	100	100
1962-63	100	100
1963-64	100	100
1964-65	100	100
1965-66	100	100
1966-67	100	100
1967-68	100	100
1968-69	100	100
1969-70	100	100
1970-71	100	100
1971-72	100	100
1972-73	100	100
1973-74	100	100
1974-75	100	100
1975-76	100	100
1976-77	100	100
1977-78	100	100
1978-79	100	100
1979-80	100	100
1980-81	100	100
1981-82	100	100
1982-83	100	100
1983-84	100	100
1984-85	100	100
1985-86	100	100
1986-87	100	100
1987-88	100	100
1988-89	100	100
1989-90	100	100
1990-91	100	100
1991-92	100	100
1992-93	100	100
1993-94	100	100
1994-95	100	100
1995-96	100	100
1996-97	100	100
1997-98	100	100
1998-99	100	100
1999-00	100	100
2000-01	100	100
2001-02	100	100
2002-03	100	100
2003-04	100	100
2004-05	100	100
2005-06	100	100
2006-07	100	100
2007-08	100	100
2008-09	100	100
2009-10	100	100
2010-11	100	100
2011-12	100	100
2012-13	100	100
2013-14	100	100
2014-15	100	100
2015-16	100	100
2016-17	100	100
2017-18	100	100
2018-19	100	100
2019-20	100	100
2020-21	100	100
2021-22	100	100
2022-23	100	100
2023-24	100	100
2024-25	100	100
2025-26	100	100
2026-27	100	100
2027-28	100	100
2028-29	100	100
2029-30	100	100
2030-31	100	100
2031-32	100	100
2032-33	100	100
2033-34	100	100
2034-35	100	100
2035-36	100	100
2036-37	100	100
2037-38	100	100
2038-39	100	100
2039-40	100	100
2040-41	100	100
2041-42	100	100
2042-43	100	100
2043-44	100	100
2044-45	100	100
2045-46	100	100
2046-47	100	100
2047-48	100	100
2048-49	100	100
2049-50	100	100
2050-51	100	100
2051-52	100	100
2052-53	100	100
2053-54	100	100
2054-55	100	100
2055-56	100	100
2056-57	100	100
2057-58	100	100
2058-59	100	100
2059-60	100	100
2060-61	100	100
2061-62	100	100
2062-63	100	100
2063-64	100	100
2064-65	100	100
2065-66	100	100
2066-67		

CHAPTER V

SUMMARY AND CONCLUSIONS

The information made available by the proposals was vague because of the lack of specificity. Although, it did point out that more work should be done on linguistics and through the analysis of the sampling taken from the staff development questionnaire sent to the projects. This questionnaire on staff development indicated that more work should be done in the areas of linguistics, evaluation and human relations. The data gathered from both analysis pointed out that the areas of linguistics and human relations are the weakest.

There also seems to be a positive correlation in the size of grant awarded and the amount expended from this grant for staff development.

Logical inservice training should axiomatically be congruent with the instructional component. In no case was there any reference in the proposals that showed this congruency. It is not known in reality if this is being done. The writer is not discrediting the program because the consistency that may reflect in the proposal does exist.

However, future program designs should support staff development design consistent with the performance

objectives of the instructional program. Fishman (1970) supports this by saying that the programs now in operation were based on assumptions made by the program writers. No research was done to establish which of the two types of language patterns (maintenance or transfer pattern) existed in the school community. Societal Bilingualism gives direction to the type of bilingual program to be implemented. Fishman suggests gathering information which is not usually found in school records. This information should include the answer to questions such as "What is the language of the home?"

Once the language pattern has been established, the staff development component should include methods of teaching that will be congruent with the instructional program.

If the research points to a need for bilingual education, the work of William Mackey (1970) in his most recent publication, should be considered.

The main concept of this design is to categorize each classification into one of two areas. These two areas are the dual medium transfer and the dual medium maintenance patterns. In the dual medium transfer there are two categories, transferring into English and the transferring into the other language. The transfer into English can be done two ways, abruptly or gradually. In the first design the curriculum in both languages shifts to the use of English

only. In the second, gradual transfer to English is designed in a complementary or overlapping distribution of subjects in English and the other language. The idea of complementary distribution is that some subjects are taught in English and some subjects are taught in the other language. In reference to the time distribution, the teaching of subjects in English increases, while the teaching of subjects in the other language decreases. When instruction through the second language ends, so does the federal funding under Title VII, simply because the program is not a dual medium bilingual program. The overlapping distribution is similar to the complementary, except that all subjects are taught in both English and the other language. The distribution increases in English, while teaching subjects in the other language decreases until only one subject is taught in the language.

Branching from the dual medium transfer into the other language is a similar process. The dual-medium transfer into the other language can also be abrupt or gradual. An abrupt transfer can be defined as moving from the use of both languages into only language X. The complementary distribution of subjects between English and language X indicates that some subjects are taught in English and some in the other language. However, the English portion is larger in the beginning, until half of the subjects are taught in English and half are taught in Spanish. The maximum

fundable amount of the other language on an increasing basis is presumably fifty per cent. In the overlapping distribution of subjects in English and the other language, all subjects are taught in both languages.

The other branch of the dual medium time distribution design is maintenance. This means that the main objective is to maintain both languages. The first branch in the maintenance section is the dual medium maintenance of both English and the other language in different amounts of time. The two categories in this branch have no time units. Some subjects are taught in English and some are taught in the other language. Less subjects are taught in the English language to begin with; eventually, more subjects will be taught in English than the other language. The overlapping distribution of subjects in the English and the other language is similar to the complementary distribution in that no time units are used. The maximum other language or other language speaker is up to, but not including one hundred per cent, probably expected to decrease to a maximum of fifty per cent; while the maximum other language for English speakers is up to fifty per cent.

The other branch of the language maintenance design is "equal." This is sometimes called "equal time-equal treatment." This means the dual maintenance of both English and the other language in equal amounts of time. In the

complementary branch, there is no time unit used, half of the subjects are taught in English and half are taught in the other language. The overlapping distribution of subjects in English and the other language can be "simultaneous timing" or "mixed," which means, the use of both languages in all subjects throughout the day. It can also be "alternate time units," which means that for a certain time unit, one language will be used, then the next time unit will be in the other language. This can be done by day, week, month, semester or year. This type of pattern must be short enough to avoid confusion of this type with unilingual schooling.

The preceding design will provide a basis and guide for the classification of each part of the staff development component into Anderson's "dual medium" design. From this design can be developed a design with two components. One, the language maintenance pattern and secondly, the language transfer pattern. All the areas of training would fit into either one of these two components. Once the type of bilingual program desired is established, this component, whichever it may be, would be used as a guide for the areas need for staff development. The training and experience of the personnel obtained for the program could be compared to the model staff development design, then an inservice training program could be made according to the needs of the personnel.

Recommendations derived from this study for federal guide lines are as follows:

1. Title VII guide lines should suggest a model program for each one of the language patterns.
2. A research instrument should be developed, that will identify the language patterns, community values and preferences, the socio linguistic dimension of bilingualism, the existence of language varieties, and the degree of national culture being retained by the target area.
3. The federal guide lines for establishing a bilingual program suggest that bilingual programs have a high concentration of students who come from low income families. This factor puts bilingualism in a negative level, thereby limiting the enrichment that English speakers could acquire with a second language acquisition. The writer would recommend that the opportunity for bilingual education not be limited in this fashion, but to offer the opportunity of bilingual education to every student citizen who so desires.

Recommendations made from this study to institutions of higher learning are as follows:

1. Special graduate programs in bilingual in the area of administration.

2. Special programs to upgrade the language proficiency of experienced teachers.
3. Special undergraduate programs designed to train bilingual teachers.
4. Special undergraduate programs designed to train bilingual aides, offering a career ladder.
5. All institutions offering bilingual educational training should also consist of a multicultural component.
6. Bilingual education programs are found scattered in districts of all sizes, of varying sizes, of varying proportions, some in remote areas. Under these conditions all the districts cannot afford top bilingual specialists and consultants. Therefore, the writer would recommend that the state consultants apportion a part of the grant from each program to form a reserve, which could be expended to attract top level bilingual personnel for inservice training at the regional level.
7. Small districts should be encouraged to join other surrounding districts for the purpose of submitting proposals to be funded under Title VII. In this fashion the expertise would be strengthened in setting up the objectives of the proposals.

Programs researched revealed that the staff development component lacked emphasis. Other researchers may wish to investigate the reasons for these weaknesses.

In conclusion, by retraining teachers and placing more emphasis on the staff development component, districts will benefit by having sensitive, informed staff on the problems of the non-English speakers and techniques of teaching of a second language to English speakers; thereby producing bilingual, biliterate, bicultural citizens who may live in harmony in a pluralistic society.

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STAFF DEVELOPMENT

METHODS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
SECOND LANGUAGE	Course Work																									
	Demonstration																									
	Micro-Teaching																									
DOMINANT LANGUAGE	Not Specified																									
	Course Work																									
	Demonstration																									
CONTENT	Micro-Teaching																									
	Not Specified																									
	Course Work																									
CULTURALLY DIFFERENT	Demonstration																									
	Micro-Teaching																									
	Not Specified																									
EVALUATION	Course Work																									
	Demonstration																									
	Micro-Teaching																									
	Not Specified																									

1. Director
2. Staff specialists
3. College or university
4. Outside consultant
5. Sub-contracting

STAFF DEVELOPMENT

KNOWLEDGE

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
LANGUAGE PROFICIENCY	Course Work																										
	Demonstration																										
	Micro-Teaching																										
LINGUISTICS	Course Work																										
	Demonstration																										
	Micro-Teaching																										
CULTURE	Course Work																										
	Demonstration																										
	Micro-Teaching																										
HUMAN RELATIONS	Course Work																										
	Demonstration																										
	Micro-Teaching																										
NO. INFO. INDICATED																											
% OF TOTAL GRANT SPENT ON STAFF DEVELOPMENT																											

1. Director
2. Staff specialists
3. College or university
4. Outside consultant
5. Sub-contracting
- Not specified

Appendix B Staff Development Questionnaire

NAME OF BILINGUAL PROGRAM _____

STAFF DEVELOPMENT
(pre-service & in-service)

METHODS		KNOWLEDGE	
SECOND LANGUAGE	Course Work	LANGUAGE PROFICIENCY	Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching
DOMINANT LANGUAGE	Course Work	LINGUISTICS	Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching
CONTENT	Course Work	CULTURE	Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching
CULTURALLY DIFFERENT	Course Work	HUMAN RELATIONS	Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching
EVALUATION	Course Work		Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching
OTHER	Course Work		Course Work
	Demonstration		Demonstration
	Micro-Teaching		Micro-Teaching

INSTRUCTIONS

Place code number designating personnel or institution conducting the in-service training in space coinciding with area covered in the staff development component.

Code Number

1. Director
2. Staff specialists
3. College or University
4. Outside consultant
5. Sub-contracting

Appendix C Questionnaire Coding Sheet

[illegible]

STAFF DEVELOPMENT
(pre-service & in-service)

Proposal's Code Letter		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
KNOWLEDGE	LANGUAGE PROFICIENCY	Course Work																									
		Demonstration																									
	LINGUISTICS	Micro-Teaching																									
		Course Work																									
CULTURE	LINGUISTICS	Demonstration																									
		Micro-Teaching																									
	CULTURE	Course Work																									
		Demonstration																									
HUMAN RELATIONS	CULTURE	Micro-Teaching																									
		Course Work																									
	HUMAN RELATIONS	Demonstration																									
		Micro-Teaching																									

INSTRUCTIONS

Place code number designating personnel or institution conducting the in-service training in space coinciding with area covered in the staff development component.

Code Number

1. Director
2. Staff specialists
3. College or University
4. Outside consultant
5. Sub-contracting

Appendix A

57/58

ASSEMBLY BILL NO. 1117

CHAPTER 1586

An act to add Article 2.7 (commencing with Section 13250) to Chapter 2 of Division 10 of the Education Code, relating to teachers.

(Approved by Governor September 4, 1969. Filed with Secretary of State September 6, 1969).

The people of the State of California do enact as follows:

SECTION 1. Article 2.7 (commencing with Section 13250) is added to Chapter 2 of Division 10 of the Education Code, to read:

Article 2.7. Teacher Preparation

13250. On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 percent or more of all the students in the school are of diverse ethnic backgrounds.

13250.1. The Department of Education shall develop a list of approved courses which shall be considered acceptable for meeting the requirements of this article. The department shall cause a list of approved courses to be published and distributed to interested teachers, administrators, and governing boards of school districts. The department shall be responsible for coordinating the efforts of school districts and colleges to develop adequate course offerings to satisfy the requirements of this article.

13250.2 In-service programs designed to fulfill the requirements of this article may include, but need not be limited to, courses offered by community colleges and colleges and universities approved by the State Board of Education. A district may provide an in-service program consisting in whole or in part of preparation other than college courses.